

COMMISSION FOR TEACHER PREPARATION AND LICENSING

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OFFICE OF THE EXECUTIVE SECRETARY



81-8209

September 12, 1981

TO: All Individuals Interested in the Activities of the Commission
for Teacher Preparation and Licensing

FROM: John F. Brown, Executive Secretary

SUBJECT: Proposed Revised Professional Competencies and New Field
Requirements for the Pupil Personnel Services Credential

The Commission is requesting reactions to and advice from all interested persons and organizations about the attached document titled "Proposed Professional Competencies and Field Experience Requirements for the Pupil Personnel Services Credential." After sufficient time has elapsed to allow for all reactions to be received, the Commission will hold a public hearing and formally adopt new requirements as determined by an analysis of the input received from all sources. Your duplication and distribution of this document to your colleagues will be greatly appreciated by the Commission and will be of much assistance in our efforts to improve the preparation of pupil personnel workers across a broad front.

Please address all reactions and suggestions to Dr. Sidney A. Inglis, Consultant, Planning and Research, at the Commission address. All responses must be received by October 30, 1981.

Enclosure

COMMISSION FOR TEACHER PREPARATION AND LICENSING

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AN EXPLANATION OF THE DEVELOPMENT OF THE PROPOSED
COMPETENCIES AND FIELD EXPERIENCE REQUIRED FOR THE
PUPIL PERSONNEL SERVICES CREDENTIAL(S) BY THE ADVISORY PANEL

Background

Since late 1979 Commission staff has been working with a 12-person representative advisory panel which met 13 times, seeking to develop a comprehensive and detailed description of appropriate preparation of pupil personnel services professionals for the schools of the 1980's. Spurred by several major federal and state laws enacted in the late 1970's pertaining to the education of pupils with exceptional needs and by the work of the Legislature's Statewide Task Force on School Counseling, chaired by Assemblyman Gary Hart, the advisory panel began work in November, 1979 by adopting a statement of philosophical thrust that served then to focus all of its deliberations.

In developing the following guiding principles' positions, the panel has been strongly influenced by the work and recommendations of the Open Road Group, which authored the booklet "Lost in the Schuffle," and by the work of the (Hart) Task Force on School Counseling (1979). Indeed, the focus of the entire work of the PPS Panel became early on to emphasize the needs of school pupils as those needs relate to the preparation of pupil personnel services professionals. All recommendations have emphasized the notion of pupils as "clients," who should be the prime objects of the services provided by school personnel. Following from this basic concept, the panel came to the following conclusions:

1. PPS professionals need more in-depth and specialized preparation in order to serve well the needs of contemporary pupils, this service to be in concert with teachers and administrators.
2. To achieve greater depth of preparation, yet to avoid extremely lengthy general preparation programs, the panel recommends that the identification of three specializations would be a practical means to the desired end. However, in seeking to lessen a possible trend toward over-specialization and provincialism which could occur, the panel recommends that the initial preparation segment consist of a generic core which would emphasize common concepts, terminology, methods and interdisciplinary cooperation. The panel believes that the two ideals - breadth and depth - can be realized concurrently in the preparation of PPS professionals, if the foregoing proposals are adopted.

3. Furthermore, the PPS Panel believes that interdisciplinary cooperation, support, and mutual understanding are vital to improving the school's services to pupils, especially in view of the possibility of more limited funding for school district staffing in the near future. Therefore, the panel feels that a major emphasis should be given during the preparation program to the collegial and interdependent nature of pupil personnel services.
4. Existing Commission PPS competencies have needed thorough revision, hence the panel has completely revised and updated all competency-area statements for the approved preparation of all pupil personnel services workers. In so doing, the panel has reached the following conclusions, which will have significant impact upon the present credential structure:
 - a. the total set of "competencies" should consist of a generic core and three sets of advanced or "unique" competencies, which would logically lead to the identification of three somewhat separate credential patterns. However, it is to be noted that each credential would be a "one-step" credential; that is, no one could be issued a credential authorizing generic services.
 - b. the generic core would consist of competencies common to all pupil personnel specializations, and every approved program would be required to address all of these.
 - c. the specialized or unique competencies for each candidate would follow in time and be built upon the generic core, and would be focused upon preparation for the following areas of service:
 - (1) school social worker (to include the child welfare and attendance worker)
 - (2) school counselor
 - (3) school psychologist
5. All competencies submitted to the Commission to become an approved program should be described in two modes:
 - a. knowledge
 - b. related skills

The panel recommends that knowledge and skills should become integrated for and by each candidate who becomes eligible for the PPS credential, that the acquisition of any skill would be preceded by a knowledge base, and an opportunity to apply that knowledge must be provided if competency is to be achieved.

The existing CTPL field work requirements, while presently explicit and reasonably sound for the school psychologist specialization is not explicit for the preparation of school counselors and school social workers. Therefore, the panel has developed several specific recommendations for the field components of approved programs and these are also to be found in the attached document.

PROPOSED PUPIL PERSONNEL SERVICES PROFESSIONAL COMPETENCIES
AND FIELD EXPERIENCE REQUIREMENTS

September, 1981

I. GENERIC COMPETENCIES FOR PUPIL PERSONNEL SERVICES

A. Competencies for Providing Services Directly to Pupils

1. Facilitating Individual Development

- 1.1. Demonstrates knowledge of human behavior as means to:
 - 1.1.1 Assist the individual pupil or groups of pupils in their growth and development and promote understanding of and respect for individual differences.
 - 1.1.2. Encourage the development of individual potentialities and competencies.
 - 1.1.3. Diminish cultural, racial and sex stereotyping.
 - 1.1.4. Aid pupils to develop a positive self-image.
- 1.2. Demonstrates general knowledge of the existing and available remedial, developmental and special programs available to pupils, both in the school and the community.
- 1.3. Demonstrates advanced knowledge of professional, individual and/or group counseling techniques.
- 1.4. Demonstrates knowledge of principles and methods to help pupils to learn effective ways to plan and give direction to their own learning, including:
 - 1.4.1 self assessment.
 - 1.4.2 self management
 - 1.4.3 personal decision-making
 - 1.4.4 conflict-resolution
 - 1.4.5 time management

- 1.5. Demonstrates knowledge that one's strengths and limits, values, and biases may affect the manner in which service is provided pupils of both sexes, who come from a variety of socio-economic and social/ethnic backgrounds.
- 1.6. Demonstrates ability to plan, conduct and evaluate counseling/therapy sessions with school personnel, parents and families around the psycho educational problems of children and youth.

2. Preparing Pupils to Assume Adult Roles:

- 2.1. Demonstrates knowledge of family functioning, including theories of family developmental stages.
- 2.2. Demonstrates knowledge of principles and methods to help pupils prepare for future family life.
- 2.3. Demonstrates knowledge of the responsibilities and general role of a citizen in our society and the ability to communicate the information to pupils.
- 2.4. Demonstrates knowledge of processes needed to assist pupils in understanding their rights and responsibilities as well as the rights and responsibilities of others.
- 2.5. Demonstrates knowledge of procedures for referring pupils to other school and community resources.
- 2.6. Demonstrates knowledge of the process used to assist pupils in orienting themselves to the world of work.

3. Assessment Strategies:

- 3.1. Demonstrates knowledge of accepted methods, techniques, and theories to understand affective, cognitive, and developmental behavioral characteristics of typical and atypical pupils.
- 3.2. Demonstrates knowledge of accepted methods, techniques and theories relating to the assessment of pupils who are limited English-proficient.

4. Human Diversity:

- 4.1. Demonstrates knowledge of human diversity including differences in race, culture, English proficiency, life style, sexual orientation and mental, emotional, social, and physical characteristics.
- 4.2. Demonstrates knowledge of the expression, affect and modification of prejudice.
- 4.3. Demonstrates knowledge of means to provide direct service to pupils which are compatible with the culture of the child and family.

5. Early Intervention:

- 5.1. Demonstrates knowledge of identification procedures necessary for the early intervention with pupils to prevent school failure.
- 5.2. Demonstrates knowledge of techniques that can prevent future school failures.
- 5.3. Demonstrates knowledge of methods used to enhance the school success of pupils with special physical, social and/or emotional needs.

6. Conflict-Resolution:

- 6.1. Demonstrates knowledge of various means of assisting pupils involved in incidents of intimidation and/or violence.

B. Competencies for Providing Services to the Local Schools

1. Consultation:

- 1.1. Demonstrates knowledge of individual and team consultation processes with and between teachers, administrators, parents, para-professionals, guidance specialists and others.
- 1.2. Demonstrates knowledge of pupil-advocacy processes with and for pupils, parents and other elements of the school organization.

2. Psychological Education:

- 2.1. Demonstrates an understanding of theories of learning and human development and their applicability to improvement of the instructional environment.
- 2.2. Demonstrates knowledge of strategies to infuse into the content areas means for other professionals to facilitate pupil self-awareness and relating to others.

3. Coordination and Development of Services:

- 3.1. Demonstrates knowledge of means to work effectively on an inter-disciplinary team, including lending personal expertise and using the expertise of others for problem-identification and solution.
- 3.2. Demonstrates knowledge of methods to increase the array of services to pupils by both the school and community agencies..

- 3.3 Demonstrates knowledge of use of paraprofessionals and volunteers within the school to facilitate pupil development and assistance.

4. Prevention:

- 4.1. Demonstrates knowledge of primary prevention by identifying those conditions necessary for normal learning and development and consulting with school personnel to ensure that these conditions are present in the educational environment.

5. Change Agent:

- 5.1. Demonstrates knowledge of change agent roles within the school setting.

- 5.2. ~~Demonstrates knowledge of psychological and sociological factors related to institutional change. This would include, but not limited to, knowledge regarding conditions under which institutional change occurs, alternative roles for the change agent, and methods for evaluation of change.~~

- 5.3. Demonstrates knowledge of means to assist pupils and parents to advocate on their own behalf.

6. Legal Enablements and Constraints:

- 6.1. Demonstrates knowledge of relevant laws pertaining to pupils, parents and schools.
- 6.2. Demonstrates knowledge of appropriate compliance procedures relating to pupil personnel services.
- 6.3. Demonstrates knowledge of means to keep informed regarding changing laws, regulations and procedures.

7. Guidance Program: Management

- 7.1. Demonstrates knowledge of principles of supervision with particular reference to volunteers, pupils providing services to peers, and paraprofessionals.

- C. Competencies for Providing Services Related to the Involvement And Use of Community Resources

1. Referral and Utilization

- 1.1. Demonstrates knowledge of community services to which pupils and/or their families can be referred for assistance with matters beyond the school's own resources.

- 2.1. Demonstrates knowledge of community resources which can be utilized at school sites to augment the school's curriculum or programs.

D. Competencies for Providing Services Based on Evaluation and Research

1. Research and Current Development:

- 1.1. Demonstrates knowledge of how to interpret and to evaluate the appropriateness of research for application in current practice.
 - 1.2. Demonstrates knowledge of recent literature and emerging practices of the profession.
 - 1.3. Demonstrates knowledge of the process and procedure used in the evaluation and modification of on-going pupil personnel and educational practices and objectives.
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2. Time Management:

- 2.1. Demonstrates knowledge of means of setting professional priorities within allotted time and resources.
- 2.2. Demonstrates knowledge of means to evaluate task achievement and personal effectiveness.

3. Program Planning:

- 3.1. Demonstrates knowledge of the process of program planning, to include:
 - 3.1.1. needs assessments
 - 3.1.2. rationale
 - 3.1.3. goals and objectives
 - 3.1.4. functions and role
 - 3.1.5. budget
 - 3.1.6. evaluation

E. Competencies for Providing Services Based on Professional Ethics

1. Professional Ethics:

- 1.1. Demonstrates knowledge of the ethics of the helping professions.
- 1.2. Demonstrates knowledge of the professional responsibilities of peer review and the processes for enforcement of professional standards.

- 1.3. Demonstrates knowledge of: (1) commonly accepted rules of collegial courtesy, (2) methods of working effectively as a member of an educational team, and (3) means to pursue the goals of education with regard to equal opportunity and individual development.

2. Confidentiality and Individual Rights:

- 2.1. Demonstrates knowledge of the laws pertaining to confidentiality.
- 2.2. Demonstrates knowledge of the civil and human rights of school-age children and youth and of their families with respect to educational programs and policies.
- 2.3. Demonstrates knowledge of the means to assist pupils in exercising their right to confidentiality.

II. SPECIALIZED COMPETENCIES FOR SCHOOL COUNSELORS

A. Competencies for Providing Services Directly to Pupils

1. Assessment Strategies

- 1.1. Knowledge

- 1.1.1. Demonstrates an understanding of the principles of group testing and other assessment techniques appropriate to decision making.

- 1.2. Skills

- 1.2.1. Demonstrates skill in selecting appropriate non-biased assessment instruments for decision-making in the counseling process.
- 1.2.2. Demonstrates skill in administering a variety of group tests and inventories commonly used in the schools by counselors.
- 1.2.3. Demonstrates skill in translating a group test score to a common reference system.
- 1.2.4. Demonstrates skill in interpreting to pupils the results of group assessment instruments.

2. Informational Services

- 2.1. Knowledge

- 2.1.1. Demonstrates knowledge about the world of work including current occupational data and trends in occupational opportunities, including pupils with exceptional needs.

- 2.1.2 Demonstrates knowledge of school curricular and extra curricular opportunities to facilitate pupil programming and to contribute to curricular revision.
- 2.1.3. Demonstrates knowledge about post-high school educational and training opportunities, including programs of financial assistance.
- 2.1.4. Demonstrates knowledge about career opportunities that do not require post-high school education, including opportunities for pupils with exceptional needs.

2.2. Skills

- 2.2.1. Demonstrates skill in providing occupational and ~~educational information in individual and group~~ counseling sessions for decision-making.
- 2.2.2. Demonstrates skill in utilizing occupational and educational information for the educational and career placement of pupils, including those with exceptional needs.

3. Counseling and Placement

3.1. Knowledge

- 3.1.1. Demonstrates knowledge of individual and group counseling theories and techniques with particular reference to decision-making, including pupils with exceptional needs.

3.2. Skills

- 3.1.1. Demonstrates skill in counseling with individual pupils and groups of pupils in utilizing assessment data including testing, educational and occupational information, and placement opportunities for the purposes of decision-making.
- 3.1.2. Demonstrates skill in helping pupils select appropriate educational and career placements.
- 3.1.3. Demonstrates skill in assisting pupils secure their educational and/or career placements.

B. Competencies for Providing Services to the Local Schools

1. Funding

1.1. Knowledge

- 1.1.1. Demonstrates knowledge of school counseling budgeting procedures and sources of funds, including grants.

1.2. Skills

1.2.1. Demonstrates skill in planning a counseling budget.

1.2.2. Demonstrates skill in writing a grant proposal to support counseling programs.

2. Program Management

2.1. Knowledge

2.1.1. Demonstrates knowledge of counseling programs at the elementary, middle, and high school levels.

2.1.2. Demonstrates knowledge of school counseling program management.

2.2. Skills

2.2.1. Demonstrates skill in planning, implementing and evaluating school counseling programs appropriate to the individual school site or district.

3. Legal Aspects

1.1. Knowledge

1.1.1. Demonstrates advanced and specific knowledge of the State Education Code and Federal Legislation, most particularly those laws related to counseling.

1.2. Skill

1.1.1. Follows procedures in compliance with relevant laws and regulations and informs others - teachers, parents, administrators, and pupils - of them.

4. Inservice

1.1. Knowledge

1.1.1. Demonstrates specialized knowledge relative to guidance and advising techniques.

1.2. Skill

1.2.1. Demonstrates skill in providing inservice training to teachers, paraprofessionals, interns, and other school personnel in appropriate guidance and advising techniques.

5. Consultation

1.1. Knowledge

- 1.1.1. Demonstrates knowledge of appropriate consultation models in working with teachers, administrators, and parents relative to guidance and counseling practices, including ethnic and racial factors.

1.2. Skill

- 1.2.1. Demonstrates skill in providing consultation services to teachers, administrators, and parents regarding guidance and counseling practices and programs including competency testing programs.

C. Competencies for Providing Services Related to the Involvement and Use of Community Resources

1. Use of Community

1.1. Knowledge

- 1.1.1. Demonstrates knowledge of community career opportunities.

1.2. Skills

- 1.2.1. Demonstrates skill in involving the community in a career counseling program.
- 1.2.2. Demonstrates skill in surveying community career placement opportunities and the need for curriculum development in the schools as it relates to career knowledge and skills.

D. Competencies Related to Services Based on Research

1. Research Design and Use

1.1 Knowledge

- 1.1.1. Demonstrates knowledge of means to evaluate school counseling programs.

1.2. Skills

- 1.2.1. Demonstrates skill in conducting research to evaluate school counseling programs.

E. Competencies for Providing Services Based on Professional Ethics1. Ethical Considerations

1.1. Knowledge

- 1.1.1. Demonstrates knowledge of official statements of the code of ethics related to professional counseling including the American Personnel and Guidance Association and the California Personnel and Guidance Association.

1.2. Skills

- 1.1.1. Demonstrates skill in applying the code of ethics to a specific counseling situation.
 - 1.1.2. Demonstrates skill in applying professional standards when using assessment instruments.
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F. Supervision1. Appropriate Supervision of Personnel

1.1. Knowledge

- 1.1.1. Demonstrates knowledge of various supervision techniques appropriate for counseling programs.

1.2. Skills

- 1.2.1. Demonstrates skills in supervising teacher-advisors, intern counselors, peer counselors, volunteer counselors, and counseling paraprofessionals.

III. ADVANCED COMPETENCIES FOR SCHOOL PSYCHOLOGISTSA. Competencies for Providing Services Directly to Pupils1. Individual Development

1.1. Knowledge

- 1.1.1. Demonstrates an advanced understanding of theories and related research pertaining to learning and development, particularly with reference to pupils with special educational needs.

1.2. Skills

- 1.2.1. Demonstrates ability to apply skills, techniques and the above advanced understandings in working with parents and school personnel to define, clarify and ameliorate psycho-educational problems of children.

2. Assessment

2.1. Knowledge

2.1.1. Demonstrates recognition of cultural, ethnic, sex, and language proficiency differences in the selection and use of standardized individual and group assessment instruments designed to assist in formulating recommendations appropriate to:

- functional ability level.
- interaction with the structured educational environment.
- interactions with peers and others in the school setting.
- functional performance in basic skills subjects principally reading and mathematics.
- development of expressive and receptive language skills.
- perceptual motor coordination
- adaptive behavior and social development.
- school adjustment and emotional development.

2.1.2. Demonstrates advanced knowledge of individual differences and appropriate assessment strategies enabling the specification of educationally relevant programs for pupils.

2.2. Skills

2.2.1. Demonstrates skills in selecting, administering, scoring, interpreting, integrating and reporting data obtained from psychological and educational tests and measures, and from interviews, observations and behavioral procedures with preschool, and school-aged children and young adults.

2.2.2. Demonstrates the ability to perform assessment studies for possible placement of children and young adults in special education programs, applying explicit program criteria, and studies for regular classroom programming.

2.2.3. Demonstrates the ability to evaluate pupil progress in reference to academic achievement and behavior, particularly with reference to pupils with special educational needs.

- 2.2.4. Demonstrates the ability to perform status evaluations and assessments of intellectual, cognitive, affective, and psychomotor functioning in reference to given academic, personality, and/or behavioral objectives.
- 2.2.5. Demonstrates the ability to conduct differential diagnosis of handicapping conditions and other exceptionalities for appropriate educational, psychological, and psychiatric intervention in the school.
- 2.2.6. Demonstrates the ability to perform assessment procedures in conjunction with an interpreter, when working with limited-English speaking pupils.
- 2.2.7. Demonstrates the ability to make recommendations based on assessment which are meaningful to classroom and school life and to communicate effectively these recommendations in written and oral presentations to classroom teachers, other school personnel, and parents.

3. Intervention

3.1. Knowledge

- 3.1.1. Demonstrates advanced knowledge of language, cognitive, social, emotional, and psychomotor development to assist normal and exceptional pupils' growth through direct individual and group interventions.

3.2. Skills

- 3.2.1. Demonstrates the ability to make recommendations regarding pupil placement and grouping arrangements based on individual pupil educational considerations as well as classroom management needs, particularly with reference to pupils with special education needs.
- 3.2.2. Demonstrates the ability to apply specific psychological methods to increase pupil performance (such as life-space interviewing, client-centered consultation, monitoring of home-school contracting programs for improvement of both self-help and academic performance, application of behavioral management, self-instruction, and reinforcement management strategies).
- 3.2.3. Demonstrates the ability to use advanced and specialized psychological knowledge of learning disorders, and behavior disorders along with the use of consultative skills to (a) identify those pupils requiring community-based mental health services, (b) facilitate and coordinate the referral of such pupils to

appropriate alternative treatment facilities, and (c) assist and support therapeutic and remedial efforts by all services to these pupils, particularly those pupils with special educational needs.

4. Evaluation

4.1. Knowledge

- 4.1.1. Demonstrates advanced and specialized knowledge of procedures used to evaluate pupil progress in educational programs.
- 4.1.2. Demonstrates advanced and specialized knowledge of individual differences to evaluate the effectiveness of program procedures for improving the performance of normal and exceptional pupils.

4.2. Skills

- ~~4.2.1.~~ Demonstrates the ability to conduct on-going or periodic evaluation of the effectiveness of earlier decisions regarding elements of the pupil's education program. Recommends additional modifications designed to update and improve that program, particularly with reference to pupils with special educational needs.
- 4.2.2. Demonstrates the ability to devise and evaluate educational plans appropriate to individuals or groups within regular and special educational programs.
- 4.2.3. Demonstrates the ability to plan and conduct evaluations of psycho-educational programs designed for children and young adults experiencing moderate to severe psycho-educational problems.

B. Competencies for Providing Services to the Local Schools

1. Consultation and Intervention

1.1. Knowledge

- 1.1.1. Demonstrates advanced and specialized knowledge of the application of psychological theory and the school psychologist's role to the functioning of the schools as a system.

1.2. Skills

- 1.2.1. Demonstrates the ability to apply skills and techniques of consultation with school personnel on a variety of psycho-logical concerns such as those relating to classroom climate, instructional programs, graduation requirements, individual needs of particular children and youth and other school situations, as well as the ability to evaluate the effects of consultative interactions, particularly with reference to pupils with special educational needs.

- 1.2.2. Demonstrates the ability to plan, instruct, and evaluate inservice training programs for school personnel, particularly with reference to programs for the teachers of pupils with special needs.
- 1.2.3. Demonstrates the skill needed to function as a professional school psychologist on an interdisciplinary team involved in evaluation/assessment/diagnostic service delivery.
- 1.2.4. Demonstrates the skill in techniques of educational planning for affective education or other indirect therapeutic educational interventions, particularly with reference to pupils with special educational needs.
- 1.2.5. Demonstrates the ability to respond to children in crisis by identifying, implementing, and evaluating ~~educational plans designed to remedy behaviors~~ characterized by patterns of academic, social, developmental and emotional disorders, particularly with reference to pupils with special educational needs.
- 1.2.6. Demonstrates the ability to collaborate and consult with school personnel regarding the selection and application of curricular methods based on applicable empirical and theoretical models, particularly with reference to pupils with special educational needs.

2. Assessment

1.1. Knowledge

- 1.1.1. Demonstrates knowledge of screening (or preassessment procedures), including the development, selection, administration, interpretation and use of screening devices, to identify needs and concerns of groups within the school organization.

2.1. Skills

- 2.1.1. Demonstrates the ability to develop and carry out screening and identification programs for children and young adults for specified purposes within the school environment.
- 2.1.2. Demonstrates the ability to develop, conduct and coordinate group assessment.

3. Program Evaluation

1.1. Knowledge

- 1.1.1. Demonstrates advanced and specialized knowledge of program evaluation theories and techniques.

2.1. Skills

- 2.1.1. Demonstrates an understanding of and applies appropriate designs and methods to evaluate procedures intended to achieve stated educational objectives particularly with reference to programs designed to address pupils with special educational needs.
- 2.1.2. Demonstrates the ability to plan, conduct, and evaluate affective educational experiences.

4. Legal Enablements

1.1. Knowledge

- 1.1.1. Demonstrates advanced and specific knowledge of the State Education Code and Federal legislation, most particularly those laws related to special education.
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2.1. Skills

- 1.1.1. Demonstrates the ability to identify those legal conditions necessary for normal learning and development, and consulting with school personnel to ensure that these conditions are present in the educational environment.

5. Program Management

1.1. Knowledge

- 1.1.1. Demonstrates knowledge of principles of supervision with particular reference to supervising intern school psychologists, psychometrists, and school psychologists.

2.1. Skills

- 2.1.1. Demonstrates skills in supervision of aspects of the professional, paraprofessional or volunteer psychological services support staff.
- 2.1.2. Demonstrates ability to supervise specific aspects of the services provided by paraprofessional or volunteer personnel in psychological services.
- 2.1.3. Demonstrates the ability to accept supervision as a school psychologist.

C. Competencies for Providing Services Related to Involvement and the Use of Community Resources

1. Community Resources

1.1. Knowledge

- 1.1.1. Knowledge of the psychological foundations for community educational programs such as child rearing techniques and family communication programs.

2.1. Skills

- 2.1.1. Demonstrates the ability to act as liaison to increase the array of services provided pupils by both the school and community agencies and make judgments regarding the appropriateness of such services for the child, particularly with reference to pupils with special educational needs.
- 2.1.2. Identifies those students for whom referral to medical, psychiatric and other professional services, as appropriate, are necessary.
- 2.1.3. Demonstrates the ability to plan, instruct, and evaluate parent education programs especially programs in child rearing and discipline.
- 2.1.4. Demonstrates the ability to apply skills and techniques of consultation with parents and community personnel relative to the psycho-educational problems of their children particularly with reference to pupils with special educational needs.
- 2.1.5. Demonstrates the ability to collaborate with community agencies including private schools to broaden the range of services available to children and families particularly with reference to pupils with special educational needs.

D. Competencies Relating to Services Based on Research

1. Research

1.1. Knowledge

- 1.1.1. Demonstrates an understanding of appropriate research methods and designs to evaluate procedures designed to achieve stated educational objectives, particularly with reference to pupils with special educational needs.

2.1. Skills

- 2.1.1 Demonstrates skill in collecting, organizing, and providing information from psychological research and theory to school personnel and to parents.
 - 2.1.2. Demonstrates the ability to provide and interpret research data and theoretical constructs to school personnel and parents for program development, particularly with reference to pupils with special educational needs.
 - 2.1.3. Demonstrates ability and skill in conceptualizing, designing, and implementing school related research.
 - 2.1.4. Demonstrates ability and skill in using extant research on school psychology practice.
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IV. SPECIALIZED COMPETENCIES FOR SOCIAL WORKERSA. Competencies for Providing Service Directly to Pupils1. Assessment

1.1. Knowledge

- 1.1.1. Demonstrates advanced and specialized understanding of the effects of social environments and socially handicapping conditions on the lives and futures of pupils and on education processes.
- 1.1.2. Demonstrates advanced and specialized knowledge of individual development and family life as affected by poverty, inequity, culture or language, neglect or abuse, school-aged parenthood, family breakdown, alienation and/or delinquency.

2.1. Skills

- 2.1.1. Demonstrates skill in securing participation of pupils, family, community groups, social service agencies and school personnel to work as teams in comprehensive assessment and problem definition.
- 2.1.2. Demonstrates skill in conducting case, group and community analyses.
- 2.1.3. Demonstrates skill in evaluating socially handicapping conditions in relation to pupil development and education programs.

- 2.1.4. Demonstrates skill in making recommendations based on formulations derived from the pupil in his/her social matrix.

2. Social Interventions

2.1. Knowledge

- 2.1.1. Demonstrates knowledge of social work procedures and change processes appropriate to school sites.

2.2. Skills

- 2.1.1. Demonstrates ability to use appropriate social work approaches to comprehensive assessment, planning and service-delivery.

- 2.1.2. Demonstrates ability to enhance the parents' understanding of the pupil's development, educational status and potential.

- 2.1.3. Demonstrates ability to assist the pupil and family to locate and use the available school resources and community-based services.

B. Competencies for Providing Services to the School as a Whole

1. Consultation, Coordination and Development of Services

1.1. Knowledge

- 1.1.1. Demonstrates specialized knowledge of social systems, organization theory and behavior, especially with reference to socially and economically disadvantaged groups.

- 1.1.2. Demonstrates knowledge of the Education, Welfare and Institution Code Sections pertaining to pupil welfare and attendance, and to education rights and obligations.

2.1. Skill

- 2.1.1. Demonstrates skill in social group work to assist school staffs in self-study, self-evaluation and goal attainment with reference to the educational needs of socially and economically disadvantaged pupils.

- 2.1.2. Demonstrates ability to communicate with pupils, families, community groups, agency and court representatives to clarify and ameliorate such concerns as truancy, violence, gang activities and racial tensions.

- 2.1.3. Demonstrates ability to develop, administer and evaluate curriculum components and programs designed to meet the needs of pupils subject to bias, disadvantage or discrimination for age, legal status or language, including the needs of females, the developmentally disabled, and racial, cultural and other minority groups.
- 2.1.4. Demonstrates the ability to secure the participation of parents as partners in education, particularly in Attendance Improvement, Pre-Kindergarten, School-aged Parent and Children's Centers Programs.
- 2.1.5. Demonstrates the ability to assist in the resolution of differences between the school, family and the community with respect to the school's program.

C. Competencies for Providing Services Related to the Involvement and Use of Community Resources.

1. Referral and Utilization

1.1. Knowledge

- 1.1.1. Demonstrates knowledge of programs relating to income-maintenance, employment security, housing, health and mental health care, family planning, juvenile justice, family and child welfare and the developmentally disabled.

2.1. Skill

- 2.1.1. Demonstrates skill in establishing linkages between the school and related pupil and family-serving agencies.
- 2.1.2. Demonstrates skill in facilitating inter-agency arrangements and contracts-for-service.

D. Competencies for Providing Services Based on Evaluation and Research

1. Social Research

1.1. Knowledge

- 1.1.1. Demonstrates knowledge of the relevance of social research to the needs of disadvantaged or at-risk pupils.

2.1. Skill

- 2.1.1. Demonstrates skill in the development, selection and application of research that is non-sexist, non-racist and non-classist, both in design and methodology.

- 2.1.2. Demonstrates ability to design social research studies and write social research proposals as a basis for needs assessment, program development and evaluation.

E. Competencies for Providing Services Based on Professional Ethics

1. Code of Ethics

1.1. Knowledge

- 1.1.1. Demonstrates knowledge of the Code of Ethics of the National Association of Social Workers and of the NASW Standards for Social Work Practice in the Schools.
 - 1.1.2. Demonstrates knowledge of the joint policy statement of NASW and the National Education Association and with other related professional organizations.
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2.1. Skill

- 2.1.1. Demonstrates ability to apply the NASW code of ethics to school-site situations.

F. Competencies for Supervision and Training of Appropriate Staff

1. Supervision

1.1. Knowledge

- 1.1.1. Demonstrates knowledge of consultative, teaching and supervision techniques appropriate to School Social Work.

2.1. Skill

- 2.1.1. Demonstrates potential for the supervision of field work students in school social work, student-peers, parents and other volunteers.
- 2.1.2. Demonstrates ability to provide education, in-service training and consultation with special reference to individual pupils, families, social environments and the needs of socially disadvantaged groups.

PUPIL PERSONNEL SERVICES

PROPOSED FIELD EXPERIENCE REQUIREMENTS AND RECOMMENDED FIELD SUPERVISOR CRITERIA

V. FIELD EXPERIENCE

A. Field Experience Requirements for the Generic Program Component

The emphasis of each approved Pupil Personnel Services program during the generic competency phase will be upon the establishment of a knowledge base to serve principally as a foundation for the later incremental acquisition and refinement of generic and specialized professional skills. While the major portion of the generic program component will consist of didactic elements, an integral part of each program approved by the Commission shall include broad and introductory-level field experiences, particularly designed to emphasize the interdisciplinary aspects of pupil personnel services.

B. Field Experience Requirements for the Specialized Program Components

1. Scope of Field Experience

The required field experience shall provide candidates with opportunities to demonstrate knowledge and skills relative to the following:

- a. All professional areas identified as generic and advanced knowledge and skills.
- b. In at least two of the following three school levels: elementary, middle/intermediate, senior high.
- c. Significant experience within a multi-cultural setting. In addition, the school psychologist shall have significant experience with limited English-proficient pupils.
- d. Significant experience with a full range of pupil abilities and needs.
- e. With parents, community organizations and referral agencies.
- f. With the full range of the professional role and responsibilities associated with the candidate's area of specialization.

C. Length of Field Experience

The field experience shall be equivalent to at least one-half time for one school year.

D. Methods for Verifying Comprehensive and Successful Field Experience

Verification of the scope, length and successful completion of the field experience for each candidate shall be a joint responsibility and function of the candidate, the school district and the preparation institution. Emphasis should be given to the quality and scope of the performances of the candidate within the field experience as observed and validated by designated representatives of the school district and the preparation institution, reviewed by and concurred with by the candidate.

The development of procedures for documenting the verification of the required field experiences for each candidate shall be a principal responsibility of the preparation institution and shall be a part of the program document submitted to the Commission for approval.

E. Selection and Orientation of Field Experience Site and College/University Supervisors

Site and college/university supervisors should be selected with care for the purpose of providing an optimum role model and for ensuring candidate proficiency and for validating the performances of assigned candidates.

The following criteria are strongly recommended for the selection of school district (site) and college/university field supervisors:

1. Possession of the same, or equivalent, credential as that being sought by the assigned candidates.
2. Extensive experience in working in and/or with the public school system, K-12.
3. Ample time and commitment to observe, assist and evaluate each assigned candidate.

All site supervisors should participate, prior to the assignment of a candidate, in specific training experiences relating to the purposes and procedures of the field experience program.